

COMMON CORE STATE STANDARDS

English Language Arts and
Literacy in History/Social Studies & Science

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Introduction

The *Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science* are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards that help ensure that all students are college and career ready in literacy by no later than the end of high school. The *Standards* set requirements for English language arts (ELA) but also for reading, writing, speaking, listening, and language in the social and natural sciences. Just as students must learn to communicate effectively in a variety of content areas, so too must the *Standards* specify the literacy skills and understandings required for eventual college and career readiness in history, social studies, and science as well as ELA. By their structure, the *Standards* encourage curriculum makers to take a comprehensive approach that coordinates ELA courses with courses in other subject areas in order to help students acquire a wide range of ever more sophisticated knowledge and skills through reading, writing, speaking, and listening.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards, including their work on the American Diploma Project with Achieve. The *Standards* also draw on the most important international models as well as research and input from numerous sources, including scholars, assessment developers, professional organizations, and educators from kindergarten through college. In their design and content, the *Standards* represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the *Standards* are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for students to be college and career ready in a twenty-first-century, globally competitive society. As new and better evidence emerges, the *Standards* will be revised accordingly.

The *Standards* are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading,

writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone of the present document. Consistent across grades and disciplines, the CCR Standards create an essential unity within the document and a consistent point of reference for educators. Whether guiding third graders through a science unit or high school sophomores through a classic work of literature, teachers can look to the same CCR Standards—included in each section of this document—to help judge whether students are on course for being college and career ready. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR Standards into age- and attainment-appropriate terms.

While college and career readiness is the end point of the *Standards*—an ambitious goal in its own right—some students will reach that point before the end of high school. For those students who do complete the *Standards*' requirements before graduation, advanced work in such areas as literature, composition, language, and journalism should be available. It is beyond the scope of the *Standards* to describe what such advanced work should consist of, but it should provide the next logical step up from the college and career readiness baseline established here.

As a natural outgrowth of meeting the charge to define college and career readiness, the *Standards* also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the *Standards* readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and online. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who master the *Standards* develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

March 2010

Key Design Considerations

A focus on results rather than means

By focusing on required achievements, the *Standards* leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the *Standards* do not mandate such things as a particular writing process or specify the full range of metacognitive strategies that students may need to use to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the *Standards*.

An integrated model of literacy

Although the *Standards* are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing Standard #9 requires that students be able to write about what they read. Likewise, Speaking and Listening Standard #4 sets the expectation that students will share findings from their research.

Language conventions and vocabulary are treated in detail in a separate strand not because those skills should be taught in isolation from other communication activities but because their importance extends beyond writing and reading, where standards documents often place such skills. Many of the conventions must be observed in standard spoken as well as written English, and students, particularly the youngest ones, encounter and acquire new words through conversations as well as through texts. To signal the link between the Language skills and the rest of the standards even more strongly, some skills associated with language use are also found in other strands when appropriate. Reading Standard #4, for example, concerns determining word meanings, and Writing Standard #5 includes editing among the skills students must be able to use to strengthen writing.

Research and media skills integrated into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, report on, and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to research and to consume and produce media is embedded into every element of today's

curriculum; in like fashion, the associated skills and understandings are embedded throughout the *Standards* rather than treated in a separate section.

Shared responsibility for students' literacy development

The *Standards* establish that instruction in reading, writing, speaking, listening, and language is a shared responsibility. The *Standards* present reading instruction in K–5 as fully integrative, including a rich blend of stories, drama, and poetry as well as informational texts from a range of content areas. ELA-specific standards for grade 6 and above include fiction, poetry, and drama but also literary nonfiction (e.g., speeches, essays, and historical documents with significant cultural importance and literary merit). Literacy standards specific to history/social studies and science for grade 6 and above are predicated on teachers in these areas using their unique disciplinary expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the *Standards* is extensive research establishing the need for college- and career-ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The *Standards* are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

**Distribution of Literary and Informational Passages
by Grade in the 2009 NAEP Reading Framework**

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

The *Standards* aim to align instruction with this framework so that many more students can meet the demands of college and career readiness. In K–5, the *Standards* balance the teaching of literature with informational text, including texts in history/social studies and science. Fulfilling the standards for 6–12 ELA requires much greater attention to literary nonfiction than has been traditional. The NAEP framework also makes clear that significant reading of informational texts should take place outside of the ELA classroom in order for students to be ready for college and careers. The NAEP framework applies the sum of all the reading students do in a grade, not just their reading in the ELA context. The percentages do not imply, for example, that high school ELA teachers must teach 70 percent informational text; they demand instead that a great deal of reading should occur in other disciplines. To measure students’ growth toward college and career readiness, assessments aligned with the *Standards* should adhere to the distribution of texts across grades cited in the NAEP framework.

A progression of writing toward college and career readiness

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. Similar to the *Standards*, the NAEP framework cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the *Standards* concurs with NAEP’s shifting emphases: in grades 9–12 in the *Standards*, students continue writing in all three forms but focus overwhelmingly on writing to argue and to inform or explain.

**Distribution of Communicative Purposes by Grade
in the 2011 NAEP Writing Framework**

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

It follows that writing assessments aligned with the *Standards* should adhere to the distribution of writing purposes across grades outlined by NAEP.

Grade levels for K–8; grade bands for 9–10 and 11–12

The *Standards* use individual grade levels in kindergarten through grade 8 to provide useful specificity; the *Standards* use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

What is not covered by the Standards

The *Standards* should be recognized for what they are *not* as well as what they are. Three of the most important intentional design limitations are as follows:

- 1) The *Standards* define what all students are expected to know and be able to do but not *how* teachers should teach. The *Standards* must be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
- 2) While the *Standards* do attempt to focus on what is most essential, they do not describe all that *can* or *should* be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the *Standards* is to articulate the fundamentals, not to set out an exhaustive list nor a set of restrictions that limits what can be taught beyond what is specified herein.
- 3) The *Standards* set grade-level standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-level standards can fully reflect the great variety in achievement levels of students in any given classroom. However, the *Standards* do provide clear signposts along the way to the goal of college and career readiness for all students.

The Student Who is College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves, but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.**

Students can, without significant scaffolding or support, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points and request clarification if something is not understood. They ask relevant questions, build on others' ideas, articulate their own ideas, and ask for confirmation that they have been understood. Without prompting, they observe language conventions, determine word meanings, attend to the connotations of words, and acquire new vocabulary.

- **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

- **They respond to the varying demands of audience, task, purpose, and discipline.**

Students consider their communication in relation to audience, task, purpose, and discipline. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the sciences).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or

speaker is saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

- **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

- **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization and Main Features

The *Standards* comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one in English language arts and one in history/social studies and science.

Each section is divided into Reading, Writing, Speaking and Listening, and Language *strands*. Each strand is headed by a set of *College and Career Readiness (CCR) Standards* that is identical across all grades and content areas. The uniformity of the CCR Standards provides a consistent point of reference for educators, facilitating schoolwide goal setting and professional development.

CCR Standards: The basis for the K–12 Standards

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the College and Career Readiness (CCR) Standards in each strand. Each *grade-specific standard* (as these standards will be collectively referred to) corresponds to a particular CCR Standard. Put another way, each CCR Standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate terms.

Who is responsible for which portion of the Standards

A single K–5 section sets CCR and grade-specific standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students receive in these grades comes from one elementary school teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for the history/social studies and the science teacher. Each of these sections uses the same CCR Standards but also includes discipline-specific standards tuned to the literacy requirements of these disciplines. It is important to note that the literacy standards in history/social studies and science are meant to complement rather than supplant content standards in those disciplines.

Key Features of the Strands

Reading: Text complexity and the growth of comprehension

To foster students’ ability to comprehend literary and informational texts of steadily increasing complexity, the *Standards* (starting formally in grade 2) define what proportion of the texts students read each year should come from a particular text complexity grade band (2–3, 4–5, 6–8, 9–10, or 11–12). Whatever they are reading, students must also show a steadily increasing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to sources, and research

The *Standards* acknowledge the fact that whereas some writing skills, such as the ability to reflect purpose, task, and audience, are important for many types of writing, others are more properly part of writing narratives, informative and explanatory texts, or arguments. Beginning at grade 4, the *Standards* specify the sorts of writing over extended and shorter time frames that students in each grade are to produce in response to sources. Because of the centrality of writing to most forms of inquiry, research standards are primarily included in this strand.

Speaking and Listening:

Flexible communication and interpersonal skills

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to sift through and evaluate multiple points of view, listen thoughtfully in order to build on and constructively question the ideas of others while contributing their own ideas, and, where appropriate, reach agreement and common goals through teamwork.

Language: Conventions and vocabulary

The Conventions standards in the Language strand include the essential “rules” of formal written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The Vocabulary standards focus on both understanding words and their nuances and acquiring new words through conversation, reading, and being taught them directly.

Appendices

Appendix A contains supplementary material on reading text complexity, writing, speaking and listening, language conventions, and vocabulary. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels. Appendix C includes annotated writing samples demonstrating at least adequate performance at various grade levels.

Standards for English Language Arts and Literacy in History/Social Studies & Science

K-5

College and Career Readiness Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.¹
8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range and Level of Text Complexity

10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.²

¹Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

²Proficiency in this standard is measured by students' ability to read a range of appropriately complex texts in each grade as defined on page 14.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading Standards for Literature K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about details and events in a text.	1. Ask and answer questions about key details and events in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details and events in a text.
2. Retell familiar stories.	2. Retell stories, demonstrating understanding of the central message or lesson.	2. Paraphrase stories, fables, folktales, or myths from diverse cultures and determine their lessons or morals.
3. Identify characters, settings, and key events in a story.	3. Describe characters, settings, and key events in a story.	3. Describe how characters in a story respond to key events and conflicts.
Craft and Structure		
4. Ask questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Identify words and phrases (e.g., regular beats, rhymes, and repeated lines) that supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Distinguish major categories of writing from each other (e.g., stories and poems), drawing on a wide reading of a range of text types.	5. Refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about a specific text.
6. Name the author and illustrator of a text and define the role of each.	6. Identify who is speaking at various points in a story, myth, fable, or narrative poem.	6. Distinguish between characters by speaking in a different voice for each character when reading aloud.
Integration of Knowledge and Ideas		
7. Relate pictures and illustrations to the overall story in which they appear.	7. Use pictures, illustrations, and details in a story to describe characters, events, or settings.	7. Explain how images and illustrations contribute to and clarify a story.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the adventures of characters in familiar stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	9. Compare and contrast characters or events from different stories addressing similar themes.
Range and Level of Text Complexity		
10. Read emergent-reader literature texts with purpose and understanding.	10. Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.	10. Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.

Reading Standards for Literature K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	1. Draw on details and examples from a text to support statements about the text.	1. Quote from a text to support statements about the text.
2. Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals.	2. Summarize a text and derive a theme of a story, drama, or poem from details in the text.	2. Determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe the main characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events.	3. Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, or interactions with others).	3. Compare and contrast two or more characters, events, or settings in a text, drawing on specific details.
Craft and Structure		
4. Interpret key words and phrases in a text, distinguishing literal from figurative language.	4. Understand words and phrases in a text that allude to significant characters found in mythology (e.g., <i>Herculean</i>), drawing on a wide reading of classic myths from a variety of cultures and periods.	4. Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.
5. Demonstrate understanding of common features of legends, myths, and folk- and fairytales (e.g., heroes and villains; quests or challenges) when writing or speaking about classic stories from around the world.	5. Explain major differences between poems and prose, and refer to the structural elements of poems (e.g., stanza, verse, rhythm, meter) when writing or speaking about specific poems.	5. Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.
6. Distinguish their own point of view from those of characters in a story.	6. Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Identify how a narrator's perspective or point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Use information from illustrations and other visual elements in a text with the words to develop an understanding of the setting, characters, and plot.	7. Integrate information from several illustrations and other visual elements in a text with the words to develop an understanding of how the setting and characters change and the plot develops.	7. Explain how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they “see” or “hear” from reading the text.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the plots, settings, and themes of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast thematically similar tales, myths, and accounts of events from various cultures.	9. Compare the treatment of similar ideas and themes (e.g., opposition of good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures.
Range and Level of Text Complexity		
10. Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read “stretch” texts in the grades 4–5 text complexity band with scaffolding as needed.	10. Read literature independently, proficiently, and fluently in the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.	10. Read literature independently, proficiently, and fluently within the grades 4–5 text complexity band; read “stretch” texts in the grades 6–8 text complexity band with scaffolding as needed.

Reading Standards for Informational Text K–5

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about information and events a text.	1. Ask and answer questions about key information and events in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key information and events in a text.
2. Identify the main topic and main ideas of a text.	2. Identify the main topic, main ideas, and key details of a text.	2. Identify the main focus of a multiparagraph text as well as that of specific paragraphs within the text.
3. With prompting and support, describe the connection between two events or ideas in a text.	3. Describe the connection between two key events or ideas in a text.	3. Describe the connection between two or more historical events or scientific concepts in a text.
Craft and Structure		
4. Ask questions about unknown words in a text.	4. Learn and determine the meanings of words and phrases encountered in text relevant to a <i>grade 1 topic or subject area</i> .	4. Learn and determine the meanings of words and phrases encountered in text relevant to a <i>grade 2 topic or subject area</i> .
5. Locate basic information in a text.	5. Describe how a text groups information into general categories (e.g., cows, pigs, and horses are <i>farm animals</i>).	5. Know and use various text features (e.g., captions, headings, tables of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information.
6. Name the author and illustrator of a text and define the role of each.	6. Distinguish between information provided by pictures or illustrations and that provided by the words in a text.	6. Identify the main purpose of a text, including what question the author aims to answer or what the author aims to explain or describe.
Integration of Knowledge and Ideas		
7. Relate pictures or illustrations to the overall text in which they appear.	7. Use pictures, illustrations, and details in a text to describe the key ideas.	7. Explain how images and illustrations contribute to and clarify a text.
8. With prompting and support, recognize cause-and-effect relationships in a text.	8. Identify cause-and-effect relationships in a text.	8. Describe how specific causes link key events or ideas together in a text.
9. With prompting and support, recognize basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	9. Identify similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	9. Describe similarities in and differences between two texts on the same topic.
Range and Level of Text Complexity		
10. Read emergent-reader informational texts with purpose and understanding.	10. Read independently, proficiently, and fluently informational texts appropriately complex for grade 1.	10. Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.

Reading Standards for Informational Text K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	1. Draw on details and examples from a text to support statements about the text.	1. Quote from a text to support statements about the text.
2. Determine the main idea of a text and explain how it is supported by the key details.	2. Determine the main idea and supporting details of a text; summarize the text.	2. Determine two or more main ideas and how they are supported by details; summarize the text.
3. Describe the relationship between historical or scientific events or ideas in a text, using knowledge of connective devices that pertain to time, sequence, and cause and effect.	3. Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in a text.	3. Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.
Craft and Structure		
4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a <i>grade 3 topic or subject area</i> .	4. Learn and determine the meanings of general academic language and domain-specific words or phrases encountered in a text relevant to a <i>grade 4 topic or subject area</i> .	4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a <i>grade 5 topic or subject area</i> .
5. Use text features (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons) to locate information quickly and efficiently.	5. Use text features and search tools to locate and process information relevant to a given topic.	5. Describe how events, ideas, or information are organized (e.g., chronology, comparison, cause and effect) in a whole text or in part of a text.
6. Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.	6. Compare an eyewitness account to a secondhand account of the same event or topic.	6. Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide.
Integration of Knowledge and Ideas		
7. Integrate information from illustrations and other visual elements (e.g., maps, photographs) in print and digital texts as an aid to understanding where, when, why, and how key events occur.	7. Interpret factual information presented graphically or visually (e.g., in charts, diagrams, time lines, animations, and interactive elements) and explain how the information contributes to understanding a print or digital text.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between paragraphs and between sentences in a text (e.g., comparison, sequence, example).	8. Explain how an author uses evidence to support his or her claims in a text.	8. Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s).
9. Compare and contrast information drawn from two texts on the same subject.	9. Describe how two or more texts on the same subject build on one another; provide a coherent picture of the information they convey.	9. Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.
Range and Level of Text Complexity		
10. Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read “stretch” texts in the grades 4–5 text complexity band with scaffolding as needed.	10. Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.	10. Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read “stretch” texts in the grades 6–8 text complexity band with scaffolding as needed.

Reading Standards: Foundational Skills (K–3)

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These Foundational Skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Kindergartners:	Grade 1 students:
<i>Print Concepts</i>	
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Identify the front cover, back cover, and title page of a book. b. Follow words from left to right, top to bottom, and page by page. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	1. (Not applicable)
<i>Phonological Awareness</i>	
2. Demonstrate understanding of spoken words, syllables, and phonemes. <ul style="list-style-type: none"> a. Recite and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Count individual words in spoken phrases or simple sentences. d. Blend and segment consonants and rimes of spoken words (/g/ - /oat/, /bl/ - /ack/). e. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., /save/, /ham/).¹ (This does not include CVCs ending with /l/, /r/, or /x/.) f. Add or substitute individual phonemes in simple, one-syllable words to make new words (e.g., /at/ → /sat/ → /mat/ → /map/). 	2. Demonstrate understanding of spoken words, syllables, and phonemes. <ul style="list-style-type: none"> a. Aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g., /tap/ vs. /tape/, /sock/ vs. /soak/, /sit/ vs. /sight/). b. Orally produce single-syllable words by blending phonemes, including consonant blends (e.g., /cats/, /black/, /blast/). c. Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken single-syllable words (e.g., /fast, fast, fast/). d. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/ → /f/-/l/-/a/-/p/).

¹Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–3)

Kindergartners:	Grade 1 students:	Grade 2 students:	Grade 3 students:
<i>Phonics and Word Recognition</i>			
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the graphemes for the five major vowels. c. Read at least twenty-five very-high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., <i>bat</i> vs. <i>sat</i>, <i>cat</i> vs. <i>can</i>, <i>hit</i> vs. <i>hot</i>). 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs (e.g., <i>-ll, -ck, wr-, sh</i>). b. Decode regularly spelled one-syllable words (e.g., <i>lock, much, see, rain, slide, bake, bring</i>). c. Know final <i>-e</i> (e.g., <i>take, side</i>) and common vowel team conventions (e.g., <i>rain, day, week, seat, road, show</i>) for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns (e.g., <i>rabbit</i>) by breaking the words into syllables. f. Read words with inflectional endings (e.g., <i>-s, -es, -ed, -ing, -er, -est</i>). g. Recognize and read grade-appropriate irregularly spelled words (e.g., <i>said, were, could, would, their, there, through, none, both</i>). 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words (e.g., <i>hop</i> vs. <i>hope, men</i> vs. <i>mean, fell</i> vs. <i>feel, bend</i> vs. <i>bead</i>). b. Know spelling-sound correspondences for additional common vowel teams (e.g., <i>loud, cow, look, loop, boy, boil</i>). c. Decode regularly spelled two-syllable words with long vowels (e.g., <i>surprise, remain, needle, baby, paper</i>). d. Decode words with common prefixes and suffixes (e.g., <i>unhappy, carefully, goodness, unbutton</i>). e. Identify words with inconsistent but common spelling-sound correspondences (e.g., <i>heat</i> vs. <i>head, roll</i> vs. <i>doll, hint</i> vs. <i>hind</i>). f. Recognize and read grade-appropriate irregularly spelled words (e.g., <i>through, eyes, busy, ocean, island, people</i>). 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., <i>un-, re-, mis-, -ful, -less, -able</i>). b. Decode words with common Latin suffixes (e.g., <i>-tion/-sion, -ture, -tive/-sive, -ify, -ity, -ment</i>). c. Decode multisyllable words (e.g., <i>supper, chimpanzee, refrigerator, terrible, frightening</i>). d. Read grade-appropriate irregularly spelled words (e.g., <i>although, science, stomach, machine</i>).
<i>Fluency</i>			
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read emergent-reader texts with purpose and understanding. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Range and Level of Text Complexity for Student Reading by Grade (Standard 10)

Students demonstrate proficiency in reading texts at the following ranges of text complexity to progress on a path to college and career readiness.

K	(See specific exemplars.)		
1			
2	<div> <div>2–3 Level Text</div> <div>4–5 Level Text</div> <div>100%</div> </div>		In grade 2, students focus on reading texts independently in the grades 2–3 text complexity band, with scaffolding likely required for texts at the high end of the range.
3	<div> <div>2–3 Level Text</div> <div>4–5 Level Text</div> <div>70%</div> <div>30%</div> </div>		In grade 3, students focus on reading texts independently in the grades 2–3 text complexity band (70 percent) and are introduced to texts in the grades 4–5 text complexity band as “stretch” texts (30 percent), which will likely require scaffolding.
4	<div> <div>4–5 Level Text</div> <div>6–8 Level Text</div> <div>100%</div> </div>		In grade 4, students focus on reading texts independently in the grades 4–5 text complexity band, with scaffolding likely required for texts at the high end of the range.
5	<div> <div>4–5 Level Text</div> <div>6–8 Level Text</div> <div>70%</div> <div>30%</div> </div>		In grade 5, students focus on reading independently in the grades 4–5 text complexity band (70 percent) and are introduced to texts in the grades 6–8 text complexity band as “stretch” texts (30 percent), which will likely require scaffolding.

Note: In any given classroom, the actual range of students’ reading ability could be greater than the proposed range. Some students will require extra time and intense support and scaffolding to enable them to read grade-level material, whereas other students will be ready for—and should be encouraged to read—more advanced texts.

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks to be assigned and the questions to be posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction, History/Social Studies, and Science and Technical Texts
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; and digital media sources on a range of topics

College and Career Readiness Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

Text Types and Purposes¹

1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.

Production and Distribution of Writing

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.²
6. Use technology, including the Internet, to produce, publish, and interact with others about writing.

Research to Build Knowledge

7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.³

¹These broad categories of writing include many subgenres. See Appendix A for definitions of key writing types.

²See “Conventions” in Language, pages 22–26, for specific editing expectations.

³This standard is measured by the proficiency of student writing products.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying thoughts, feelings, and real and imaginary experiences. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form, content, and style of their writing to accomplish a particular purpose and task. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications. Growth in writing ability is characterized by an increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., <i>My favorite book is . . .</i>).	1. Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.	1. Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., <i>because, and, also</i>), and provide a sense of closure.
2. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.	2. Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.	2. Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.	3. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.	3. Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, add details to strengthen writing as needed through revision.	5. With guidance and support from adults, add details to strengthen writing as needed through revision.	5. With guidance from adults, strengthen writing as needed by revising and editing.
6. (Begins in grade 2)	6. (Begins in grade 2)	6. With guidance from adults, use technology to produce writing.
Research to Build Knowledge		
7. (Begins in grade 1)	7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).	7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).
8. Gather information from experiences or provided text sources to answer a specific question.	8. Gather information from experiences or provided text sources to answer a specific question.	8. Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 4)	10. (Begins in grade 4)	10. (Begins in grade 4)

Writing Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
1. Write opinions in which they: <ol style="list-style-type: none"> Introduce the topic or book(s) directly, state an opinion relative to the topic, and create an organizing structure that lists reasons. Provide reasons that support the opinion. Use appropriate words to link opinions and reason(s) (e.g., <i>because, therefore, in order to, since, for example</i>). Provide a sense of closure. 	1. Write opinions in which they: <ol style="list-style-type: none"> Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link reasons and details together using words and phrases (e.g., <i>so, then, for instance, in addition</i>). Adopt an appropriate style for sharing and defending an opinion. Provide a concluding statement or section. 	1. Write opinions in which they: <ol style="list-style-type: none"> Introduce an opinion about a concrete issue or topic and create an organizing structure where ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link reasons and details together using words, phrases, and clauses (e.g., <i>consequently, generally, specifically</i>). Adopt an appropriate style for sharing and defending an opinion. Provide a concluding statement or section.
2. Write informative/explanatory pieces in which they: <ol style="list-style-type: none"> Introduce a topic and create an organizational structure that presents similar information together. Provide some details to develop points. Use linking words (e.g., <i>also, another, and, more</i>) to connect ideas within categories of information. Include a concluding sentence or section. 	2. Write informative/explanatory pieces in which they: <ol style="list-style-type: none"> State the topic clearly and group related information in paragraphs and sections. Develop the topic using facts, concrete details, quotations, or other information and examples. Use appropriate links to join ideas within categories of information. Employ domain-specific vocabulary when appropriate. Provide a conclusion related to the information or explanation offered. 	2. Write informative/explanatory pieces in which they: <ol style="list-style-type: none"> State the topic clearly, provide a general observation and focus, and group related information logically. Develop the topic using relevant facts, concrete details, quotations, or other information and examples. Use appropriate links to join ideas within and across categories of information. Employ domain-specific vocabulary and some technical terms when appropriate. Provide a conclusion related to the information or explanation offered.
3. Write narratives in which they: <ol style="list-style-type: none"> Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally. Employ dialogue and descriptions of characters’ actions, thoughts, and feelings. Use temporal words and phrases to signal event sequence. Provide a sense of closure. 	3. Write narratives in which they: <ol style="list-style-type: none"> Orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally. Use narrative techniques such as dialogue and description to develop events and show the characters’ external behaviors and internal responses to events. Use a variety of temporal words and phrases to manage the sequence of events. Use concrete and sensory words and phrases to convey events and experiences precisely. Provide a satisfying conclusion that follows from the narrative’s events. 	3. Write narratives in which they: <ol style="list-style-type: none"> Engage and orient the reader by establishing a situation, introduce a narrator and/or characters, and create an organization that sequences events naturally and logically. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters’ external behaviors and internal responses. Use a variety of temporal words, phrases, and clauses to manage the sequence of events. Use well-chosen words and phrases to convey events and experiences precisely. Provide a satisfying conclusion that follows from the narrative’s events.

Writing Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
<i>Production and Distribution of Writing</i>		
4. (Begins in grade 4).	4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
5. With guidance and support from peers and adults, strengthen writing as needed by revising and editing.	5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.	5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. With guidance and support from adults, use technology to produce and publish writing.	6. With guidance and support from adults, use technology to produce, publish, and interact with others about writing.	6. With guidance and support from adults, use technology, including the Internet, to produce, publish, and interact with others about writing.
<i>Research to Build Knowledge</i>		
7. Perform short, focused research tasks that build knowledge about a topic.	7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a single topic.	7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources.
8. Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories.	8. Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information.	8. Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information.
9. (Begins in grade 4)	9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: <ol style="list-style-type: none"> Apply <i>grade 4 reading standards</i> to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text”). Apply <i>grade 4 reading standards</i> to literature (e.g., “Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, and interactions with others”). 	9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: <ol style="list-style-type: none"> Apply <i>grade 5 reading standards</i> to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)”). Apply <i>grade 5 reading standards</i> to literature (e.g., “Compare and contrast two or more characters, events, or settings in a text, drawing on specific details”).
<i>Range of Writing</i>		
10. (Begins in grade 4)	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

Comprehension and Collaboration

1. Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.
2. Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.
3. Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—whole class, small group, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening Standards K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in conversations with peers and adults about <i>kindergarten topics and texts</i> being studied in class. <ol style="list-style-type: none"> Listen to others and take turns speaking. Continue a conversation through several exchanges. 	1. Initiate and participate in conversations with peers and adults about <i>grade 1 topics and texts</i> being studied in class. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways. Respond to the comments of others through multiple exchanges. Ask questions to clear up confusion about a topic. 	1. Engage in group discussions on <i>grade 2 topics and texts</i> being studied in class. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways. Stay on topic by linking their own additions to the conversation to the previous remarks of others. Ask for clarification and further explanation as needed. Extend their ideas and understanding in light of the discussions.
2. Confirm understanding of information presented orally or through media by asking and answering questions about key details.	2. Confirm understanding of information presented orally or through media by restating key elements and asking and answering questions about key details.	2. Retell key details or ideas presented orally or through media.
3. Ask questions to get information, seek help, or clarify something that is not understood.	3. Ask questions to get information, clarify something that is not understood, or gather additional information.	3. Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Recount stories or experiences with appropriate facts and descriptive details.
5. (Begins in grade 4)	5. (Begins in grade 4)	5. (Begins in grade 4)
6. (Begins in grade 1)	6. Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future. (See “Conventions” in Language, pages 22–26, for specific demands.)	6. Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns. (See “Conventions” in Language, pages 22–26, for specific demands.)

Speaking and Listening Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
1. Initiate and engage in group discussions on <i>grade 3 topics and texts</i> being studied in class. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions and carry out assigned roles in small-group discussions. Pose relevant questions and link their own additions to the conversation to the previous remarks of others. Extend their ideas and understanding in light of the discussions. 	1. Initiate and engage in group discussions on <i>grade 4 topics and texts</i> being studied in class. <ol style="list-style-type: none"> Come to discussions prepared, having read required material; in discussions, explicitly draw on that material and other information known about the topic. Pose and respond to questions as well as build on the ideas of previous speakers. Acknowledge new information provided by others and incorporate it into their own thinking as appropriate. 	1. Initiate and engage in group discussions on <i>grade 5 topics and texts</i> being studied in class. <ol style="list-style-type: none"> Come to discussions prepared, having read the required material; in discussions, explicitly draw on that material and other information known about the topic. Respond to questions with elaboration, make comments that contribute to the topic, and build on the ideas of previous speakers. Ask questions to clarify or follow up on ideas or information presented orally or through media. Draw conclusions based on the ideas of others and incorporate them into their own thinking as appropriate.
2. Identify the main ideas and supporting details of information presented graphically, visually, orally, or multimodally.	2. Paraphrase the key information or ideas presented graphically, visually, orally, or multimodally.	2. Summarize the key ideas and supporting details presented graphically, visually, orally, or multimodally.
3. Ask and answer questions about presentations, offering appropriate elaboration and detail.	3. Identify the claims and supporting evidence used by a speaker or a presenter.	3. Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence.
Presentation of Knowledge and Ideas		
4. Report on a topic or recount stories or experiences with appropriate facts and descriptive details.	4. Report on events, topics, or texts in an organized manner, using appropriate, specific facts and descriptive details to support main ideas.	4. Report on events, topics, or texts in a focused, organized manner, sequencing ideas logically and using appropriate, specific facts, details, examples, or other information to develop main ideas.
5. (Begins in grade 4)	5. Incorporate visual displays and digital media into presentations when appropriate.	5. Incorporate visual displays and digital media into presentations when appropriate.
6. Speak coherently, employing a variety of tenses and ensuring subject-verb and pronoun-antecedent agreement. (See “Conventions” in Language, pages 22–26, for specific demands.)	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See “Conventions” in Language, pages 22–26, for specific demands.)	6. Adapt speech to a variety of contexts and communicative tasks, using formal English when appropriate to task and situation. (See “Conventions” in Language, pages 22–26, for specific demands.)

College and Career Readiness Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

Conventions in Writing and Speaking

1. Demonstrate a command of the conventions of standard English grammar and usage.
2. Demonstrate a command of the conventions of capitalization, punctuation, and spelling.
3. Make effective choices about language, punctuation, and sentence structure for meaning and style.

Vocabulary Acquisition and Use

4. Determine the meaning of words and phrases encountered through conversations, reading, and media use.
5. Understand the nuances of and relationships among words.
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of writing and speaking as well as acquire new words and understand those that they encounter through listening, reading, and media use. They must be able to determine the meaning of grade-appropriate words, come to appreciate that words have shadings of meaning and relationships to other words, and expand their vocabulary through conversation and (especially in later grades) through reading and by being taught words directly in the course of studying subject matter. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are

Language Standards K–5

Following are the standards for K–5, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions in Writing and Speaking		
1. Observe conventions of grammar and usage. <ol style="list-style-type: none"> Print most upper- and lowercase letters. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) when speaking. Understand and use the most frequently occurring prepositions in English (e.g., <i>to/from, in/out, on/off, for, of, by, with</i>) when speaking. Produce and expand complete sentences in shared language and writing activities. Understand and use question words (e.g., <i>who, what, where, when, why, how</i>) in discussions. 	1. Observe conventions of grammar and usage. <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use singular and plural nouns with matching verbs in simple sentences (e.g., <i>He hops; We hop</i>). Use subject, object, and possessive pronouns in speaking and writing (e.g., <i>I, me, my; they, them, their</i>). Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). Understand and use frequently occurring prepositions in English (e.g., <i>during, beyond, toward</i>). Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject. 	1. Observe conventions of grammar and usage. <ol style="list-style-type: none"> Form common irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Form the past tense of common irregular verbs (e.g., <i>sat, hid, told</i>). Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences. Produce and expand complete sentences to provide requested detail or clarification.
2. Observe conventions of capitalization, punctuation, and spelling. <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Name and identify end punctuation, including periods, question marks, and exclamation points. Spell simple words phonetically using knowledge of sound-letter relationships. 	2. Observe conventions of capitalization, punctuation, and spelling. <ol style="list-style-type: none"> Capitalize names, places, and dates. Use end punctuation for sentences, including periods, question marks, and exclamation points. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for common irregular words. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions. Form new words through addition, deletion, and substitution of sound and letters (e.g., <i>an → man → mat → mast → must → rust → crust</i>). 	2. Observe conventions of capitalization, punctuation, and spelling. <ol style="list-style-type: none"> Capitalize holidays, product names, geographic names, and important words in titles. Use commas in greetings and closings of letters. Use apostrophes to form contractions and common possessives. Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil; paper → copper</i>). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3. (Begins in grade 3)	3. (Begins in grade 3)	3. (Begins in grade 3)

Language Standards K–5

Kindergartners:	Grade 1 students:	Grade 2 students:
Vocabulary Acquisition and Use		
<p>4. Determine word meanings (<i>based on kindergarten reading</i>).</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>). Use the most common affixes in English (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. 	<p>4. Determine word meanings (<i>based on grade 1 reading</i>).</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Use sentence-level context as a clue to the meaning of an unknown word. Use common affixes in English as a clue to the meaning of an unknown word. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Demonstrate understanding of the concept of multiple-meaning words (e.g., <i>match</i>, <i>kind</i>, <i>play</i>) by identifying meanings of some grade-appropriate examples of such words. 	<p>4. Determine word meanings (<i>based on grade 2 reading</i>).</p> <ol style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital. Explain the meaning of grade-appropriate compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).
<p>5. Understand word relationships.</p> <ol style="list-style-type: none"> Build real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. Use common adjectives to distinguish objects (e.g., the <i>small blue</i> square; the <i>shy white</i> rabbit). Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms). 	<p>5. Understand word relationships.</p> <ol style="list-style-type: none"> Build real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining, choosing, or acting out the meanings. 	<p>5. Understand word relationships.</p> <ol style="list-style-type: none"> Build real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). Distinguish shades of meaning among related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).
<p>6. Use newly learned words acquired through conversations, reading, and responding to texts.</p>	<p>6. Use newly learned words acquired through conversations, reading, and responding to texts.</p>	<p>6. Use newly learned words acquired through conversations, reading, and responding to texts.</p>

Language Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions in Writing and Speaking		
1. Observe conventions of grammar and usage. <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences. Form and use the simple (e.g., <i>I walked, I walk, I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Produce simple, compound, and complex sentences. 	1. Observe conventions of grammar and usage. <ol style="list-style-type: none"> Form and use the progressive (e.g., <i>I was walking, I am walking, I will be walking</i>) verb aspects. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.* Produce complete sentences, avoiding rhetorically poor fragments and run-ons.* Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* 	1. Observe conventions of grammar and usage. <ol style="list-style-type: none"> Form and use the perfect (e.g., <i>I had walked, I have walked, I will have walked</i>) verb aspects. Recognize and correct inappropriate shifts in verb tense and aspect.*
2. Observe conventions of capitalization, punctuation, and spelling. <ol style="list-style-type: none"> Use correct capitalization. Use quotation marks in dialogue. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including dictionaries, as needed to check and correct spellings. 	2. Observe conventions of capitalization, punctuation, and spelling. <ol style="list-style-type: none"> Use quotation marks to mark direct speech and quotations from a text. Spell grade-appropriate words correctly, consulting references as needed. 	2. Observe conventions of capitalization, punctuation, and spelling. <ol style="list-style-type: none"> Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.
3. Make effective language choices. <ol style="list-style-type: none"> Use words for effect.* 	3. Make effective language choices. <ol style="list-style-type: none"> Use punctuation for effect.* Maintain consistency in style and tone.* Choose words and phrases to convey ideas precisely.* 	3. Make effective language choices. <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

* Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication. See chart on page 27 for a complete listing.

Language Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Vocabulary Acquisition and Use		
<p>4. Determine word meanings (<i>based on grade 3 reading</i>).</p> <ol style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word’s sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable</i> / <i>disagreeable</i>, <i>comfortable</i> / <i>uncomfortable</i>, <i>care</i> / <i>careless</i>, <i>heat</i> / <i>preheat</i>). Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). <p>5. Understand word relationships.</p> <ol style="list-style-type: none"> Build real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). Distinguish among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). <p>6. Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.</p>	<p>4. Determine word meanings (<i>based on grade 4 reading</i>).</p> <ol style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word’s position or function in the sentence); analyzing the word’s sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>). Paraphrase common idioms, adages, and proverbs. <p>5. Understand word relationships.</p> <ol style="list-style-type: none"> Build real-life connections between words and their various uses and meanings. Define relationships between words (e.g., how <i>ask</i> is like and unlike <i>demand</i>; what items are likely to be <i>enormous</i>). Distinguish a word from other words with similar but not identical meanings (synonyms). <p>6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.</p>	<p>4. Determine word meanings (<i>based on grade 5 reading</i>).</p> <ol style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word’s position or function in the sentence); analyzing the word’s sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>photograph</i>, <i>photosynthesis</i>). Interpret figurative language, including similes and metaphors. Explain the meaning of common idioms, adages, and proverbs. <p>5. Understand word relationships.</p> <ol style="list-style-type: none"> Build real-life connections between words and their various uses and meanings. Define relationships between words (e.g., how <i>smirk</i> is like and unlike <i>smile</i>; what items are likely to be <i>vast</i>). Distinguish a word from other words with similar but not identical meanings (synonyms). <p>6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.</p>

English Language Arts Conventions Progressive Skills, By Standard

The following, marked with an asterisk (*) in the Conventions standards, are skills and understandings that require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9–10
1c. Ensure subject-verb and pronoun-antecedent agreement. 3a. Choose words for effect.						
1b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences. 1c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons. 1d. Correctly use frequently confused words (e.g., <i>effect/affect</i> , <i>to/too/two</i>). 3a. Use punctuation for effect. 3b. Maintain consistency in style and tone. 3c. Choose words and phrases to convey ideas precisely.						
1b. Recognize and correct inappropriate shifts in verb tense and aspect. 2a. Use punctuation to separate items in a series. 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.						
1b. Recognize and correct inappropriate shifts in pronoun number and person. 1c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 2a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements. 3a. Vary sentence patterns for meaning, reader/listener interest, and style.						
1c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers. 3b. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.						
1c. Recognize and correct inappropriate shifts in verb voice and mood.						
1a. Use parallel structure in writing.						

Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

* Read-aloud
** Read-along

Literature: Stories, Drama, Poetry		Informational Texts: Literary Nonfiction, History/Social Studies, Science/Technical Texts	
K ¹	<ul style="list-style-type: none"> ▪ <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)* ▪ <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) ▪ <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) ▪ <i>A Story A Story</i> by Gail E. Haley (1970)* ▪ <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)* 		<ul style="list-style-type: none"> ▪ <i>My Five Senses</i> by Aliko (1962)* ▪ <i>Truck</i> by Donald Crews (1980) ▪ <i>I Read Signs</i> by Tana Hoban (1987) ▪ <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins & Robin Page (2003)* ▪ <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1 ¹	<ul style="list-style-type: none"> ▪ “Mix a Pancake” by Christina G. Rossetti (1893)** ▪ <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* ▪ <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ <i>Frog and Toad Together</i> by Arnold Lobel (1971)** ▪ <i>Hi! Fly Guy</i> by Tedd Arnold (2006) 		<ul style="list-style-type: none"> ▪ <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ <i>My Five Senses</i> by Aliko (1962)** ▪ <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** ▪ <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2–3	<ul style="list-style-type: none"> ▪ “Who Has Seen the Wind?” by Christina G. Rossetti (1893) ▪ <i>Charlotte's Web</i> by E. B. White (1952)* ▪ <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) ▪ <i>Tops and Bottoms</i> by Janet Stevens (1995) ▪ <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001) 		<ul style="list-style-type: none"> ▪ <i>A Medieval Feast</i> by Aliko (1983) ▪ <i>From Seed to Plant</i> by Gail Gibbons (1991) ▪ <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* ▪ <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) ▪ <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4–5	<ul style="list-style-type: none"> • <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) • “Casey at the Bat” by Ernest Lawrence Thayer (1888) • <i>The Black Stallion</i> by Walter Farley (1941) • “Zlatch the Goat” by Isaac Bashevis Singer (1984) ▪ <i>Bud, Not Buddy</i> by Christopher Paul Curtis (1999) ▪ <i>The Birchbark House</i> by Louise Erdrich (1999) ▪ <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009) 		<ul style="list-style-type: none"> ▪ <i>Discovering Mars</i> by Melvin Berger (1992) ▪ <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) ▪ <i>A History of US</i> by Joy Hakim (2005) ▪ <i>Horses</i> by Seymour Simon (2006) ▪ <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study that topic in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

¹Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	The five senses and associated body parts <ul style="list-style-type: none"> ▪ <i>My Five Senses</i> by Alik (1989) ▪ <i>Hearing</i> by Maria Rius (1985) ▪ <i>Sight</i> by Maria Rius (1985) ▪ <i>Smell</i> by Maria Rius (1985) ▪ <i>Taste</i> by Maria Rius (1985) ▪ <i>Touch</i> by Maria Rius (1985) Taking care of your body: Overview (hygiene, diet, exercise, rest) <ul style="list-style-type: none"> ▪ <i>My Amazing Body: A First Look at Health & Fitness</i> by Pat Thomas (2001) ▪ <i>Get Up and Go!</i> by Nancy Carlson (2008) ▪ <i>Go Wash Up</i> by Doering Tourville (2008) ▪ <i>Sleep</i> by Paul Showers (1997) ▪ <i>Fuel the Body</i> by Doering Tourville (2008) 	Introduction to the systems of the human body and associated body parts <ul style="list-style-type: none"> ▪ <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007) ▪ <i>Me and My Amazing Body</i> by Joan Sweeney (1999) ▪ <i>The Human Body</i> by Gallimard Jeunesse (2007) ▪ <i>The Busy Body Book</i> by Lizzy Rockwell (2008) ▪ <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004) Taking care of your body: Germs, diseases, and preventing illness <ul style="list-style-type: none"> ▪ <i>Germs Make Me Sick</i> by Marilyn Berger (1995) ▪ <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005) ▪ <i>Germ Stories</i> by Arthur Kornberg (2007) ▪ <i>All About Scabs</i> by Genichiro Yagu (1998) 	Digestive and excretory systems <ul style="list-style-type: none"> ▪ <i>What Happens to a Hamburger</i> by Paul Showers (1985) ▪ <i>The Digestive System</i> by Christine Taylor-Butler (2008) ▪ <i>The Digestive System</i> by Rebecca L. Johnson (2006) ▪ <i>The Digestive System</i> by Kristin Petrie (2007) Taking care of your body: healthy eating and nutrition <ul style="list-style-type: none"> ▪ <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) ▪ <i>Showdown at the Food Pyramid</i> by Rex Barron (2004) Muscular, skeletal, and nervous systems <ul style="list-style-type: none"> ▪ <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009) ▪ <i>Muscles</i> by Seymour Simon (1998) ▪ <i>Bones</i> by Seymour Simon (1998) ▪ <i>The Astounding Nervous System</i> Crabtree Publishing (2009) ▪ <i>The Nervous System</i> by Joelle Riley (2004) 	Circulatory system <ul style="list-style-type: none"> ▪ <i>The Heart</i> by Seymour Simon (2006) ▪ <i>The Heart and Circulation</i> by Carol Ballard (2005) ▪ <i>The Circulatory System</i> by Kristin Petrie (2007) ▪ <i>The Amazing Circulatory System</i> by John Burstein (2009) Respiratory system <ul style="list-style-type: none"> ▪ <i>The Lungs</i> by Seymour Simon (2007) ▪ <i>The Respiratory System</i> by Susan Glass (2004) ▪ <i>The Respiratory System</i> by Kristin Petrie (2007) ▪ <i>The Remarkable Respiratory System</i> by John Burstein (2009) Endocrine system <ul style="list-style-type: none"> ▪ <i>The Endocrine System</i> by Rebecca Olien (2006) ▪ <i>The Exciting Endocrine System</i> by John Burstein (2009)

Standards for English Language Arts

6–12

College and Career Readiness Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.¹
8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range and Level of Text Complexity

10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.²

¹Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

²Proficiency in this standard is measured by students' ability to read a range of appropriately complex text in each grade as defined on page 36.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among the founding U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how a theme or central idea develops over the course of a text, drawing on key details.	2. Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.	2. Analyze how recurring images or events contribute to the development of a theme or central idea in a text.
3. Describe how a story’s plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.	3. Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	3. Analyze how elements of a story or drama interact (e.g., how plot and setting are integral to one another; how the setting affects characters).
Craft and Structure		
4. Interpret the figurative and connotative meanings of words and phrases as they are used in a text.	4. Interpret the figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone.	4. Explain the comparisons an author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to meaning.
5. Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of a text.	5. Describe how any given sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.	5. Compare a poem with a conventional structure, such as a sonnet, to a poem without a proscribed structure, such as a free verse poem.
6. Describe how an author establishes the point of view of the speaker or a character in a poem, drama, or story.	6. Analyze how an author presents the points of view of different characters in a story or drama, including their different reactions to the same person or event(s).	6. Explain how a difference in the perspective or knowledge of characters and the audience (e.g., created through the device of dramatic irony) produces suspense or humor.
Integration of Knowledge and Ideas		
7. Analyze how illustrations, diagrams, multimedia elements, and words contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).	7. Compare and contrast a text to its filmed, staged, or multimedia version, including examining some techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	7. Analyze to what degree a filmed or live production of a drama or story stays faithful to or departs from the script or text.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.	9. Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).	9. Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history.
Range and Level of Text Complexity		
10. Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.	10. Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.	10. Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.

Reading Standards for Literature 6–12

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.
2. Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.	2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.
3. Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
4. Evaluate how an author’s use of language, including formality of diction, shapes meaning and tone in a text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).	4. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone.
5. Analyze how an author structures a text, orders events within it (e.g., parallel plots), and manipulates time (e.g., pacing) to create mystery, tension, or surprise.	5. Analyze how an author’s choices concerning how to structure a text (e.g., electing at what point to begin or end a story) shape the meaning of the text.
6. Analyze a case in which the author’s work takes a position or stance on a social issue or other topic and describe how the author carries out that purpose.	6. Analyze an author’s use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.
Integration of Knowledge and Ideas	
7. Compare and contrast the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s “Musée de Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	7. Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.)
8. (Not applicable to literature)	8. (Not applicable to literature)
9. Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.	9. Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare).
Range and Level of Text Complexity	
10. In grade 9 , read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed. In grade 10 , read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read “stretch” texts in the grades 11–CCR text complexity band with scaffolding as needed.	10. In grade 11 , read literature independently, proficiently, and fluently in the grades 11–CCR text complexity band; read texts at the high end of the range with scaffolding as needed. In grade 12 , read literature independently, proficiently, and fluently in the grades 11–CCR text complexity band; read “stretch” texts in the Beyond CCR text complexity band with scaffolding as needed.

Reading Standards for Informational Text 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
<i>Key Ideas and Details</i>		
1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Analyze how a central idea develops over the course of a text, drawing on key details.	2. Analyze how two or more central ideas in a text relate to one another, drawing on key details.	2. Provide an objective summary of a text, accurately conveying an author's view and specific points.
3. Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.	3. Describe in detail how an author introduces, illustrates, and elaborates a key idea in a text (e.g., through examples or anecdotes).	3. Analyze how an author introduces, illustrates, and elaborates two or more significant ideas in a text, including how the relationship between the ideas is expressed.
<i>Craft and Structure</i>		
4. Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts.	4. Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author's choice of specific words affects meaning and tone.	4. Explain the comparisons an author makes through metaphors, allusions, and analogies in a text and analyze how those comparisons contribute to meaning.
5. Describe the structure an author uses to organize a specific text, including how the major sections contribute to the whole.	5. Describe how any given sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Compare and contrast one author's point of view on events with that of another (e.g., a memoir written by and a biography on the same person).	6. Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	6. Compare and contrast the points of view and purposes of two authors writing about the same topic.
<i>Integration of Knowledge and Ideas</i>		
7. Compare and contrast the accounts of a subject in different mediums (e.g., a person's life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.	7. Compare and contrast the impression conveyed by a printed text to that conveyed when listening to or viewing a video or multimedia presentation of it (e.g., analyzing how the delivery of a speech affects its impact).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic or idea.
8. Distinguish among fact, opinion, and reasoned judgment presented in a text.	8. Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached.	8. Evaluate an argument's claims and reasoning as well as the degree to which evidence supports each claim.
9. Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading of additional texts.	9. Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation.	9. Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<i>Range and Level of Text Complexity</i>		
10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.	10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.

Reading Standards for Informational Text 6–12

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.
2. Analyze in detail the development and refinement of a central idea in a text, including how it emerges and is shaped and refined by specific details.	2. Analyze how multiple ideas in a text interact, build on, and, in some cases, conflict with one another.
3. Analyze the interactions between and among ideas and events, including how ideas and events influence one another.	3. Analyze in detail an author’s ideas by describing how the ideas are developed and refined by specific sentences, paragraphs, and larger portions of a text.
Craft and Structure	
4. Evaluate how an author’s use of language, including formality and type of diction, shapes meaning and tone in a text (e.g., the formality of a court opinion or a newspaper).	4. Interpret how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10 and No. 51).
5. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	5. Analyze how an author’s choices concerning how to structure a text (e.g., how reasons, evidence, and information are organized and emphasized) shape the meaning of the text.
6. Analyze documents of historical and literary significance, including foundational U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure.	6. Analyze how various authors express different points of view on similar events or issues, assessing the authors’ assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., <i>The Federalist</i> , landmark U.S. Supreme Court majority opinions and dissents).
Integration of Knowledge and Ideas	
7. Synthesize information presented in different formats (e.g., text, video, multimedia) to generate a coherent understanding of an issue.	7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.
8. Assess the truth of an argument’s explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions.	8. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning.
9. Analyze how authors argue with or otherwise respond to one another’s ideas or accounts of key events, evaluating the strength of each author’s interpretation.	9. Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information.
Range and Level of Text Complexity	
10. In grade 9 , read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed. In grade 10 , read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read “stretch” texts in the grades 11–CCR text complexity band with scaffolding as needed.	10. In grade 11 , read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read texts at the high end of the range with scaffolding as needed. In grade 12 , read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read “stretch” texts in the Beyond CCR text complexity band with scaffolding as needed.

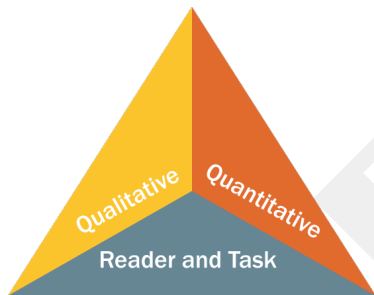
Range and Level of Text Complexity for Student Reading by Grade (Standard 10)

Students demonstrate proficiency in reading texts at the following ranges of text complexity to progress on a path to college and career readiness.

6	6–8 Level Text 100%	9–10 Level Text		In grade 6 , students focus on reading texts independently in the grades 6–8 text complexity band, with scaffolding likely required for texts at the high end of the range.
7	6–8 Level Text 90%	9–10 Level Text 10%		In grade 7 , students focus on reading texts independently in the grades 6–8 text complexity band (90 percent) and are introduced to texts in the grades 9–10 text complexity band as “stretch” texts (10 percent), which will likely require scaffolding.
8	6–8 Level Text 70%	9–10 Level Text 30%		In grade 8 , students focus on reading texts independently in the grades 6–8 text complexity band (70 percent) as well as sustained practice with texts in the grades 9–10 text complexity band as “stretch” texts (30 percent), which will likely require scaffolding.
9	9–10 Level Text 100%	11–CCR Level Text		In grade 9 , students focus on reading texts independently in the grades 9–10 text complexity band, with scaffolding likely required for texts at the high end of the range.
10	9–10 Level Text 70%	11–CCR Level Text 30%		In grade 10 , students focus on reading texts independently in the grades 9–10 text complexity band (70 percent) and are introduced to texts in the grades 11–CCR text complexity band as “stretch” texts (30 percent), which will likely require scaffolding.
11	9–10 Level Text	11–CCR Level Text 100%	Beyond CCR	In grade 11 , students focus on reading texts independently in the grades 11–CCR text complexity band, with scaffolding likely required for texts at the high end of the range.
12	9–10 Level Text	11–CCR Level Text 70%	Beyond CCR 30%	In grade 12 , students focus on reading texts independently in the grades 11–CCR text complexity band (70 percent) and are introduced to texts in the Beyond CCR text complexity band as “stretch” texts (30 percent), which will likely require scaffolding.

Note: In any given classroom, the actual range of students’ reading ability could be greater than the proposed range. Some students will require extra time and intense support and scaffolding to enable them to read grade-level material, whereas other students will be ready for—and should be encouraged to read—more advanced texts.

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks to be assigned and the questions to be posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

College and Career Readiness Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

Text Types and Purposes¹

1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.

Production and Distribution of Writing

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.²
6. Use technology, including the Internet, to produce, publish, and interact with others about writing.

Research to Build Knowledge

7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.³

¹These broad categories of writing include many subgenres. See Appendix A for definitions of key writing types.

²See “Conventions” in Language, pages 47–50, for specific editing expectations.

³This standard is measured by the proficiency of student writing products.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications. Growth in writing ability is characterized by an increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year.

Grade 6 students:	Grade 7 students:	Grade 8 students:
<i>Text Types and Purposes</i>		
<p>1. Write arguments in which they:</p> <ul style="list-style-type: none"> a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim. b. Support the claim with clear reasons and relevant evidence. c. Use words, phrases, and clauses to convey the relationships among claims and reasons. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows from the argument. 	<p>1. Write arguments in which they:</p> <ul style="list-style-type: none"> a. Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic. c. Use words, phrases, and clauses to convey the relationships among the claims, reasons, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument. 	<p>1. Write arguments in which they:</p> <ul style="list-style-type: none"> a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic. c. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument.
<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate links and varied sentence structures to join and clarify ideas. d. Use straightforward language to create an objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented. 	<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> a. Introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect. b. Develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate links and varied sentence structures to create cohesion and clarify ideas. d. Use precise language and sustain an objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented. 	<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> a. Introduce and establish a topic and organize information under broader concepts or categories. b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples. c. Use varied links and sentence structures to create cohesion and clarify information and ideas. d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented.

Writing Standards 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
<i>Text Types and Purposes (continued)</i>		
<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences. b. Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details. c. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences. d. Choose words and phrases to develop the events, experiences, and ideas precisely. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas. 	<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences. b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details. c. Use a variety of techniques to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events or experiences. d. Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas. 	<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of events or experiences. b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details. c. Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events or experiences. d. Choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.
<i>Production and Distribution of Writing</i>		
<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>	<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>	<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>
<p>5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.</p>	<p>5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.</p>
<p>6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.</p>	<p>6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including presenting and citing information in a digital format.</p>	<p>6. Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.</p>

Writing Standards 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
<i>Research to Build Knowledge</i>		
<p>7. Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.</p> <p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <p>a. Apply <i>grade 6 reading standards</i> to literature (e.g., “Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.”).</p> <p>b. Apply <i>grade 6 reading standards</i> to literary nonfiction (e.g., “Distinguish among fact, opinion, and reasoned judgment presented in a text”).</p>	<p>7. Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.</p> <p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <p>a. Apply <i>grade 7 reading standards</i> to literature (e.g., “Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).</p> <p>b. Apply <i>grade 7 reading standards</i> to literary nonfiction (e.g., “Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached”).</p>	<p>7. Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.</p> <p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:</p> <p>a. Apply <i>grade 8 reading standards</i> to literature (e.g., “Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history”).</p> <p>b. Apply <i>grade 8 reading standards</i> to literary nonfiction (e.g., “Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim”).</p>
<i>Range of Writing</i>		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

Writing Standards 6–12

Grades 9–10 students:

Grades 11–12 students:

Text Types and Purposes

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| <p>1. Write arguments which they:</p> <ul style="list-style-type: none">a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence.b. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.c. Use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge of the issue.e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation. <p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none">a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purpose; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic. | <p>1. Write arguments in which they:</p> <ul style="list-style-type: none">a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced.b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases.e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation. <p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none">a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples.c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic. |
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Writing Standards 6–12

Grades 9–10 students:

Grades 11–12 students:

Text Types and Purposes (continued)

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| <p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> a. Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences. b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold. e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative. | <p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> a. Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences. b. Develop narrative elements (e.g., setting, stance, event sequence, complex characters) with purposefully selected details that call readers' attention to what is most distinctive or worth noticing. c. Use a variety of techniques to build toward a particular impact (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise language to develop the events, experiences, and ideas clearly and to reinforce the style. e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative. |
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Production and Distribution of Writing

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| <p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)</p> | <p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)</p> |
| <p>5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific task and context.</p> | <p>5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |
| <p>6. Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.</p> | <p>6. Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.</p> |

Research to Build Knowledge

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| <p>7. Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.</p> | <p>7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> |
| <p>8. Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.</p> | <p>8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> |

Writing Standards 6–12

Grades 9–10 students:	Grades 11–12 students:
<i>Research to Build Knowledge (continued)</i>	
<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <p>a. Apply <i>grades 9–10 reading standards</i> to literature (e.g., “Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.”).</p> <p>b. Apply <i>grades 9–10 reading standards</i> to literary nonfiction (e.g., “Assess the truth of an argument’s explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions”).</p>	<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <p>a. Apply <i>grades 11–12 reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms fictional source material, such as how Shakespeare draws on a story from Ovid, or a later author draws on Shakespeare”).</p> <p>b. Apply <i>grades 11–12 reading standards</i> to literary nonfiction (e.g., “Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning”).</p>
<i>Range of Writing</i>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

College and Career Readiness Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

Comprehension and Collaboration

1. Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.
2. Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.
3. Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—whole class, small group, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Speaking and Listening Standards 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
1. Initiate and engage actively in group discussions on <i>grade 6 topics, texts, and issues</i> being studied in class. <ol style="list-style-type: none"> Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions. Cooperate with peers to set clear goals and deadlines. Build on the ideas of others by asking relevant questions and contributing appropriate and essential information. Review the key ideas expressed and extend their own thinking in light of new information learned. 	1. Initiate and engage actively in group discussions on <i>grade 7 topics, texts, and issues</i> being studied in class. <ol style="list-style-type: none"> Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions. Cooperate with peers to set clear goals and deadlines. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations. Ensure a hearing for the range of positions on an issue. Take the views of others into account and, when warranted, modify their own views in light of the evidence presented. 	1. Initiate and engage actively in group discussions on <i>grade 8 topics, texts, and issues</i> being studied in class. <ol style="list-style-type: none"> Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions. Cooperate with peers to set clear goals and deadlines. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations supported by credible evidence. Ensure a hearing for the range of positions on an issue. Qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of the evidence.
2. Interpret information presented in visual or multimodal formats and explain how the information clarifies and contributes to a topic or issue under study.	2. Determine the main ideas and supporting elements presented in oral, visual, or multimodal formats and explain how the information clarifies and contributes to an understanding of a topic or issue under study.	2. Determine the purpose of and perspectives represented in oral, visual, or multimodal formats and evaluate whether the information is laden with social, commercial, or political motives.
3. Delineate the claims made by a speaker or presenter and detail what evidence supports which claims.	3. Evaluate a speaker's or presenter's reasoning and claims as well as the degree to which each claim is logically supported by the evidence provided.	3. Assess the truth of a speaker's or presenter's premises and the validity of his or her conclusions.
Presentation of Knowledge and Ideas		
4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear pronunciation.
5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, on pages 47–50, for specific demands.)	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)

Speaking and Listening Standards 6–12

Grades 9–10 students:

Grades 11–12 students:

Comprehension and Collaboration

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| <ol style="list-style-type: none"> 1. Initiate and participate effectively in group discussions on <i>grades 9–10 topics, texts, and issues</i> being studied in class. <ol style="list-style-type: none"> a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions. b. Cooperate with peers to set clear goals and deadlines and to establish roles. c. Build on essential information from others' input by asking questions and sharing comments that enrich discussions. d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task. e. Evaluate whether the team has met its goals. 2. Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result. 3. Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used. | <ol style="list-style-type: none"> 1. Initiate and participate effectively in group discussions on <i>grades 11–12 topics, texts, and issues</i> being studied in class. <ol style="list-style-type: none"> a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions. b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views). c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions. d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task. e. Evaluate whether the team has met its goals. 2. Integrate multiple streams of data presented through various mediums, evaluating the reliability and credibility of each source of information in order to answer questions, solve problems, or build knowledge. 3. Evaluate the information conveyed and rhetoric used by a speaker or presenter, identifying logical errors in reasoning and exaggerated or distorted evidence. |
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Presentation of Knowledge and Ideas

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| <ol style="list-style-type: none"> 4. Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes. 5. Make strategic use of digital media elements and visual displays of data to enhance understanding. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.) | <ol style="list-style-type: none"> 4. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes. 5. Make strategic use of digital media elements and visual displays of data to enhance understanding. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.) |
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College and Career Readiness Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.

Conventions in Writing and Speaking

1. Demonstrate a command of the conventions of standard English grammar and usage.
2. Demonstrate a command of the conventions of capitalization, punctuation, and spelling.
3. Make effective choices about language, punctuation, and sentence structure for meaning and style.

Vocabulary Acquisition and Use

4. Determine the meaning of words and phrases encountered through conversations, reading, and media use.
5. Understand the nuances of and relationships among words.
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of writing and speaking and have extensive vocabularies built through reading and study. They must have a well-developed understanding of standard written and spoken English, demonstrating command of the conventions of grammar, usage, and mechanics. They also must come to appreciate that language is as much a matter of craft as of rules and be able to use punctuation, words, phrases, clauses, and sentences to achieve particular rhetorical effects and to convey ideas precisely and concisely. They need to become highly skilled in determining the meanings of words they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.

Grade 6 students:	Grade 7 students:	Grade 8 students:
<i>Conventions in Writing and Speaking</i>		
1. Observe conventions of grammar and usage. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 	1. Observe conventions of grammar and usage. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their functions in specific sentences. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.* 	1. Observe conventions of grammar and usage. <ol style="list-style-type: none"> Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Observe conventions of capitalization, punctuation, and spelling. <ol style="list-style-type: none"> Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.* Spell correctly. 	2. Observe conventions of capitalization, punctuation, and spelling. <ol style="list-style-type: none"> Use a comma before a coordinating conjunction in a compound sentence. Spell correctly. 	2. Observe conventions of capitalization, punctuation, and spelling. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). Use a comma, ellipses, or dash to indicate a pause or break. Spell correctly.
3. Make effective language choices. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style.* 	3. Make effective language choices. <ol style="list-style-type: none"> Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.* 	3. Make effective language choices. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades. See page 51 for a complete listing.

Language Standards 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
<p>4. Determine word meanings (<i>based on grade 6 reading</i>).</p> <ol style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. Use a known root as a clue to the meaning of an unknown word (e.g., <i>audience, auditory, audible</i>). Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). Interpret various figures of speech (e.g., personification) relevant to particular texts. 	<p>4. Determine word meanings (<i>based on grade 7 reading</i>).</p> <ol style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. Use a known root as a clue to the meaning of an unknown word (e.g., <i>belligerent, bellicose, rebel</i>). Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). Interpret various figures of speech (e.g., allegory) relevant to particular texts. 	<p>4. Determine word meanings (<i>based on grade 8 reading</i>).</p> <ol style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. Use a known root as a clue to the meaning of an unknown word (e.g., <i>precede, recede, secede</i>). Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). Interpret various figures of speech (e.g. verbal irony, puns) relevant to particular texts.
<p>5. Understand word relationships.</p> <ol style="list-style-type: none"> Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses. Distinguish a word from other words with similar denotations but different connotations. 	<p>5. Understand word relationships.</p> <ol style="list-style-type: none"> Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. Distinguish a word from other words with similar denotations but different connotations. 	<p>5. Understand word relationships.</p> <ol style="list-style-type: none"> Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. Distinguish a word from other words with similar denotations but different connotations.
<p>6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.</p>	<p>6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.</p>	<p>6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.</p>

Language Standards 6–12

Grades 9–10 students:

Grades 11–12 students:

Conventions in Writing and Speaking

1. Observe conventions of grammar and usage.
 - a. Use parallel structure in writing.*
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.
2. Observe conventions of capitalization, punctuation, and spelling.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
3. Make effective language choices.
 - a. Write and edit work so that it conforms to the guidelines in a style manual.

1. Observe conventions of grammar and usage.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve complex usage issues, particularly when the issue involves contested or changing usage; consult references (e.g., *Merriam-Webster's Dictionary of English Usage*) as needed for guidance.
2. Observe conventions of capitalization, punctuation, and spelling.
 - a. Observe the conventions concerning using hyphens to join words.
 - b. Spell correctly.
3. Make effective language choices.
 - a. Write and edit work so that it conforms to the guidelines in a style manual.

Vocabulary Acquisition and Use

4. Determine word meanings (*based on grades 9–10 reading*).
 - a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.
 - b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
 - c. Interpret various figures of speech (e.g., hyperbole, paradox) and analyze their role in a text.
5. Understand word relationships.
 - a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.
 - b. Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.

4. Determine word meanings (*based on grades 11–12 reading*).
 - a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.
 - b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
 - c. Interpret various figures of speech (e.g., satire, sarcasm) and analyze their role in a text.
5. Understand word relationships.
 - a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.
 - b. Distinguish a word from other words with similar denotations but different connotations.
6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.

* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades as their writing and speak grow in sophistication. See page 51 for a complete listing.

English Language Arts Conventions Progressive Skills, By Standard

The following, marked with an asterisk (*) in the Conventions standards, are skills and understandings that require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9–10
1c. Ensure subject-verb and pronoun-antecedent agreement. 3a. Choose words for effect.						
1b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences. 1c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons. 1d. Correctly use frequently confused words (e.g., <i>effect/affect</i> , <i>to/too/two</i>). 3a. Use punctuation for effect. 3b. Maintain consistency in style and tone. 3c. Choose words and phrases to convey ideas precisely.						
1b. Recognize and correct inappropriate shifts in verb tense and aspect. 2a. Use punctuation to separate items in a series. 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.						
1b. Recognize and correct inappropriate shifts in pronoun number and person. 1c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 2a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements. 3a. Vary sentence patterns for meaning, reader/listener interest, and style.						
1c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers. 3b. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.						
1c. Recognize and correct inappropriate shifts in verb voice and mood.						
1a. Use parallel structure in writing.						

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multiact plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition and argument in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, or economic accounts (including digital media sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

Literature: Stories, Drama, Poetry		Informational Texts: Literary Nonfiction
6–8	<ul style="list-style-type: none"> ▪ <i>Little Women</i> by Louisa May Alcott (1869) ▪ <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) ▪ “The Road Not Taken” by Robert Frost (1915) ▪ <i>The Dark Is Rising</i> by Susan Cooper (1973) ▪ <i>Dragonwings</i> by Laurence Yep (1975) ▪ <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976) 	<ul style="list-style-type: none"> ▪ “Letter on Thomas Jefferson” by John Adams (1776) ▪ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) ▪ <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) ▪ <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962) ▪ <i>The Great Fire</i> by Jim Murphy (1995) ▪ <i>This Land Was Made for You and Me: The Life and Songs of Woody Guthrie</i> by Elizabeth Partridge (2002)
9–10	<ul style="list-style-type: none"> ▪ <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare (1592) ▪ “Ozymandias” by Percy Bysshe Shelley (1817) ▪ “The Raven” by Edgar Allen Poe (1845) ▪ “The Gift of the Magi” by O. Henry (1906) ▪ <i>The Grapes of Wrath</i> by John Steinbeck (1939) ▪ <i>Fahrenheit 451</i> by Ray Bradbury (1953) ▪ <i>The Killer Angels</i> by Michael Shaara (1975) 	<ul style="list-style-type: none"> ▪ “Speech to the Second Virginia Convention” by Patrick Henry (1775) ▪ The Declaration of Independence by Thomas Jefferson (1776) ▪ “Second Inaugural Address” by Abraham Lincoln (1865) ▪ “State of the Union Address” by Franklin Delano Roosevelt (1941) ▪ <i>Cod: A Biography of the Fish That Changed the World</i> by Mark Kurlansky (1997) ▪ <i>The Race to Save Lord God Bird</i> by Phillip Hoose (2004)
11–CCR	<ul style="list-style-type: none"> ▪ “Ode on a Grecian Urn” by John Keats (1820) ▪ <i>Jane Eyre</i> by Charlotte Brontë (1848) ▪ “Because I Could Not Stop for Death” by Emily Dickinson (1890) ▪ <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925) ▪ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937) ▪ <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959) ▪ <i>The Namesake</i> by Jhumpa Lahiri (2003) 	<ul style="list-style-type: none"> ▪ <i>The Crisis</i> by Thomas Paine (1776) ▪ <i>Walden</i> by Henry David Thoreau (1854) ▪ “Society and Solitude” by Ralph Waldo Emerson (1857) ▪ “Gettysburg Address” by Abraham Lincoln (1863) ▪ “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) ▪ <i>Google Hacks: Tips & Tools for Smarter Searching</i> by Tara Calishain and Rael Dornfest (2004) ▪ <i>America’s Constitution: A Biography</i> by Akhil Reed Amar (2005)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study topics in depth.

Standards for Literacy in History/Social Studies & Science

6-12

College and Career Readiness Standards for Reading

The grades 6–12 standards on the following pages define what students need to know and be able to do and build toward the ten College and Career Readiness Standards.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.¹
8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range and Level of Text Complexity

10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.²

¹Please see “Research to Build Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

²Proficiency in this standard is measured by students' ability to read a range of appropriately complex text in each grade as defined in Appendix A.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and other technical fields. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational text in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for History/Social Studies 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. The standards below begin at grade 6; standards for K–5 reading in history/social studies are integrated into the K–5 standards for reading informational text.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the main ideas or information of a primary or secondary source; summarize the source, basing the summary on information in the text rather than on prior knowledge or opinions. 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 	<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. Determine the main ideas or information of a primary or secondary source; summarize how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text and the causes that link the events; distinguish whether earlier events caused later ones or simply preceded them. 	<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. 2. Determine the main ideas or information of a primary or secondary source; provide a summary that makes clear the relationships between the key details and ideas. 3. Analyze how ideas and beliefs emerge, develop, and influence events, based on evidence in the text.
Craft and Structure		
<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases in a text, including vocabulary specific to domains related to history/social studies. 5. Identify how a history/social studies text presents information (e.g., sequentially, comparatively, causally). 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 	<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases in a text, including the vocabulary describing political, economic, or social aspects of history. 5. Explain how an author chooses to structure information or an explanation in a text to emphasize key points or advance a point of view. 6. Compare the point of view of two or more authors by comparing how they treat the same or similar historical topics, including which details they include and emphasize in their respective accounts. 	<ol style="list-style-type: none"> 4. Interpret the meaning of words and phrases in a text, including how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10 and No. 51). 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. 6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, evidence, and reasoning.
Integration of Knowledge and Ideas		
<ol style="list-style-type: none"> 7. Integrate graphical information (e.g., pictures, videos, maps, time lines) with other information in a print or digital text. 8. Distinguish among fact, opinion, and reasoned judgment in a historical account. 9. Analyze the relationship between a primary and secondary source on the same topic. 	<ol style="list-style-type: none"> 7. Integrate quantitative or technical information presented in maps, time lines, and videos with other information in a print or digital text. 8. Assess the extent to which the evidence in a text supports the author’s claims. 9. Compare and contrast treatments of the same topic in several primary and secondary sources. 	<ol style="list-style-type: none"> 7. Synthesize ideas and data presented graphically and determine their relationship to the rest of a print or digital text, noting discrepancies between the graphics and other information in the text. 8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other sources of information. 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range and Level of Text Complexity		
<ol style="list-style-type: none"> 10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts with scaffolding as needed. 	<ol style="list-style-type: none"> 10. Read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read “stretch” texts with scaffolding as needed. 	<ol style="list-style-type: none"> 10. Read informational text independently, proficiently, and fluently in the grades 11–12 text complexity band; read “stretch” texts with scaffolding as needed.

Reading Standards for Science 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. The standards below begin at grade 6; standards for K–5 reading in science are integrated into the K–5 standards for reading informational text.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of scientific and technical texts. 2. Summarize the broad ideas and specific conclusions made in a text, basing the summary on textual information rather than on prior knowledge or opinions. 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. 	<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of scientific and technical text, including analysis of the precise details of explanations or descriptions. 2. Analyze the development of a text’s explanation of a process or phenomenon, summarizing the central ideas and supporting details. 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. 	<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of scientific and technical texts, including analysis of important distinctions the author makes between ideas or pieces of information. 2. Summarize complex information or ideas presented in a text, paraphrasing it in simpler but still accurate terms. 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the causes of the specific results based on information from the text.
Craft and Structure		
<ol style="list-style-type: none"> 4. Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text. 5. Analyze how each major part of a text contributes to an understanding of the topic discussed in the text. 6. Analyze the purpose of an experiment or explanation in a text, including defining the problem or question to be resolved. 	<ol style="list-style-type: none"> 4. Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text, noting relationships among terms pertaining to important ideas or processes (e.g., <i>force</i>, <i>friction</i>, <i>reaction force</i>, <i>energy</i>). 5. Analyze the relationships among concepts in a text, including developing propositional concept maps to organize and illustrate the ideas. 6. Analyze the purpose of an experiment, including defining the possibilities ruled out by the experimental results. 	<ol style="list-style-type: none"> 4. Determine the meaning of key terms, symbols, and domain-specific vocabulary used in a text, attending to the precise meaning of terms as they are used in particular scientific or technical contexts. 5. Analyze the hierarchical or categorical relationships of concepts or information presented in a text. 6. Analyze the scope and purpose of an experiment or explanation and determine which related issues remain unresolved or uncertain.
Integration of Knowledge and Ideas		
<ol style="list-style-type: none"> 7. Integrate information provided by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph, or table). 8. Distinguish facts or reasoned judgments based on research findings from opinions. 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. 	<ol style="list-style-type: none"> 7. Integrate quantitative or technical information presented graphically (e.g., in a flowchart, diagram, model, graph, or table) with other information in a text. 8. Assess the extent to which the evidence in a text supports a scientific claim or a recommendation for solving a technical problem. 9. Compare experimental findings presented in a text to information from other sources, noting when the findings support or contradict previous explanations or accounts. 	<ol style="list-style-type: none"> 7. Synthesize information in different formats by representing complex information in a text in graphical form (e.g., a table or chart) or translating a graphic or equation into words. 8. Evaluate the hypotheses, data, and conclusions in a scientific text, corroborating or undercutting them with other sources of information. 9. Integrate information from diverse sources (e.g., video, multimedia sources, experiments, simulations) into a coherent understanding of a concept, process, or phenomenon, noting discrepancies among sources.
Range and Level of Text Complexity		
<ol style="list-style-type: none"> 10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts with scaffolding as needed. 	<ol style="list-style-type: none"> 10. Read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read “stretch” texts with scaffolding as needed. 	<ol style="list-style-type: none"> 10. Read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read “stretch” texts with scaffolding as needed.

College and Career Readiness Standards for Writing

The grades 6–12 standards on the following pages define what students need to know and be able to do and build toward these ten College and Career Readiness Standards.

Text Types and Purposes¹

1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.

Production and Distribution of Writing

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce, publish, and interact with others about writing.

Research to Build Knowledge

7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.²

¹These broad categories of writing include many subgenres. See Appendix A for definitions of key writing types.

²This standard is measured by the proficiency of student writing products.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for History/Social Studies and Science 6–12

Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. The standards below begin at grade 6; standards for K–5 writing in history/social studies and science are integrated into the K–5 standards for writing.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
<p>1. Write arguments focused on <i>discipline-specific content</i> in which they:</p> <ul style="list-style-type: none">a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons, data, and evidence logically to support the claim.b. Support the claim with logical reasoning and detailed, accurate data and evidence (science) or information from credible primary, secondary, and tertiary sources (history).c. Use words and phrases as well as domain-specific vocabulary to make clear the relationships among claims, reasons, data, and evidence.d. Sustain an objective style and tone.e. Provide a concluding statement or section that follows logically from the argument.	<p>1. Write arguments focused on <i>discipline-specific content</i> in which they:</p> <ul style="list-style-type: none">a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, data, and evidence.b. Develop a claim fairly with logical reasoning, supplying detailed, accurate data and evidence acquired in a scientifically acceptable form (science) or gathered from credible primary, secondary, and tertiary sources (history).c. Use precise words and phrases as well as domain-specific vocabulary to make clear the relationships between claims and reasons and between reasons and the data and evidence.d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline.e. Provide a concluding statement or section that follows logically from the argument.	<p>1. Write arguments focused on <i>discipline-specific content</i> in which they:</p> <ul style="list-style-type: none">a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, data, and evidence are purposefully and logically sequenced.b. Develop a claim thoroughly and fairly with logical reasoning, supplying the most relevant data and evidence acquired in a scientifically acceptable form (science) or gathered from credible primary, secondary, and tertiary sources (history).c. Use precise words and phrases as well as domain-specific vocabulary to make clear the relationships between claims and reasons and between reasons and the data and evidence.d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline.e. Provide a concluding statement or section that follows logically from the argument.

Writing Standards for History/Social Studies and Science 6–12

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
<i>Text Types and Purposes (continued)</i>		
<p>2. Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they:</p> <ul style="list-style-type: none"> a. Introduce and establish a topic and organize information under concepts or into categories. b. Develop a topic that has historical or scientific significance using well-chosen, relevant facts, data, details, quotations, examples, or other information. c. Use varied links and sentence structures to create cohesion and clarify information and ideas. d. Use precise language and domain-specific vocabulary and sustain a formal, objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented. 	<p>2. Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they:</p> <ul style="list-style-type: none"> a. Introduce a topic and organize information under concepts and into categories, making clear the connections and distinctions between key ideas; use formatting and graphics (e.g., headings, figures, tables, graphs, illustrations) as useful to clarify ideas. b. Develop a topic that has historical or scientific significance using well-chosen, relevant, and sufficient facts, data, details, quotations, examples, extended definitions, or other information. c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text. d. Use precise language and domain-specific vocabulary to convey a style appropriate to the specific discipline and context as well as to the expertise of likely readers. e. Provide a conclusion that follows logically from the information or explanation provided and that articulates the implications or significance of the topic. 	<p>2. Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they:</p> <ul style="list-style-type: none"> a. Introduce a complex topic and organize the information so that each new piece of information builds on that which precedes it to create a unified whole; use formatting and graphics (e.g., headings, figures, tables, graphs, illustrations) as useful to clarify ideas. b. Develop a complex topic that has historical and scientific significance using the most significant and relevant facts, data, details, quotations, examples, extended definitions, or other information. c. Use varied transitional devices and sentence structures to create cohesion, clarify complex information and ideas, and link the major sections of the text. d. Use precise language, domain-specific and technical wording, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the specific discipline and context as well as to the expertise of likely readers. e. Provide a well-developed conclusion that follows logically from the information or explanation provided and that articulates the implications or significance of the topic.
<p>3. Students' narrative skills continue to grow in these grades. The <i>Standards</i> require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.</p>	<p>3. Students' narrative skills continue to grow in these grades. The <i>Standards</i> require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.</p>	<p>3. Students' narrative skills continue to grow in these grades. The <i>Standards</i> require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.</p>

Writing Standards for History/Social Studies and Science 6–12

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
<i>Production and Distribution of Writing</i>		
<ol style="list-style-type: none"> Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed. Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing. 	<ol style="list-style-type: none"> Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. Strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific task and context. Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback. 	<ol style="list-style-type: none"> Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. Strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.
<i>Research to Build Knowledge</i>		
<ol style="list-style-type: none"> Perform short, focused research projects in response to a question or problem and generate additional related questions that allow for multiple avenues of exploration. Gather relevant information from multiple print and digital sources using effectively tailored searches; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation. Write in response to informational sources, drawing on textual evidence to support analysis and reflection as well as to describe what they have learned. 	<ol style="list-style-type: none"> Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem. Gather relevant information from multiple print and digital sources; assess the credibility, accuracy, and strengths and limitations of each source; and integrate selected information into the text, avoiding overreliance on any one source, avoiding plagiarism, and following a standard format for citation. Write in response to informational sources, drawing on textual evidence to support analysis and reflection as well as to describe what they have learned. 	<ol style="list-style-type: none"> Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem. Gather relevant information from multiple print and digital sources; assess its credibility and accuracy and its usefulness in terms of purpose, task, and audience; and integrate selected information into the text, avoiding overreliance on any one source, avoiding plagiarism, and following a standard format for citation. Write in response to informational sources, drawing on textual evidence to support analysis and reflection as well as to describe what they have learned.
<i>Range of Writing</i>		
<ol style="list-style-type: none"> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 	<ol style="list-style-type: none"> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 	<ol style="list-style-type: none"> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.